DOCUMENT RESUME

ED 329 349 PS 019 453

TITLE Family Literacy: Abstracts of Family Literacy Programs.
INSTITUTION Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE Mar 90
NOTE 18p.
PUB TYPE Reports - Descriptive (141) -- Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Abstracts; *Adult Basic Education; *Basic Skills; Elementary Secondary Education; *Family Programs; *Literacy Education; Parent Child Relationship; Profiles
IDENTIFIERS *Family Literacy; Program Characteristics

ABSTRACT

The abstracts in this publication describe 29 federally and privately funded family literacy projects in the United States. Each entry provides the name of the project, background information, project aims, and the names, addresses, and telephone numbers of contact persons. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PS

ED329349

FAMILY LITERACY

ABSTRACTS OF FAMILY LITERACY PROGRAMS

PS 019453

U.S. Department of Education
Office of Vocational and Adult Education
Division of Adult Education and Literacy
Washington, D.C. 20202-7240

BEST COPY AVAILABLE

FAMILY LITERACY

Our society is faced with a challenge to break the cycle of underachievement and to implement family literacy training that will promote literacy in the home. Family literacy projects are designed to improve not only the parent's literacy skills, but the child's skills as well.

Intergenerational and family literacy programs attempt to break the cycle of illiteracy by working with both parent and child. Parents and their children are taught academic skills and are brought together for learning activities. Parent education skills such as nurturing, communicating, educating, and disciplining are included in the activities. These programs vary from one community to another in an attempt to meet the needs of the community and the participants in the program. A strong linkage between adult educators and early childhood educators is required.

Ruth Nickse gives the following explanation for the terms, "intergenerational" and "family literacy," in her publication entitled, The Noises of Literacy: An Overview of Intergenerational and Family Literacy Programs. She stated that for some program designers, the term "intergenerational" limits participation to parents and children from the same family; for others, it means someone older with someone younger (teens tutoring youngsters, seniors reading to kids). "Family" she states, can mean the involvement of children and parents or caretakers, extended family members and friends.

The abstracts in this publication describe Federally and privately funded family literacy projects. These abstracts may be useful as State Directors and Literacy Coordinators work to develop family literacy projects.

ARKANSAS

Home Instruction Program for Pre-School (HIPPY)

Trained professionals make home visits once every two weeks to coach parents on how to prepare their pre-school children for school.

The program, one of six in the nation, is home-based rather than located at a site outside the home. The majority of the parents are recipients of Aid to Families with Dependent Children. The program offers activities such as stress management, nutrition, arts and crafts. Parents are expected to work with their children 15 to 20 minutes a day, five days a week, 30 weeks a year for two years.

Contact Person: Marian Shedd
Program Director
Little Rock School District
Little Rock, AR 72201
(501) 370-1663

DISTRICT OF COLUMBIA

"Literacy for Parenting Needs" : Push Literacy Action Now (PLAN), Inc.

This program provides literacy training for parents and help in using the library and bookstore. Instruction is provided for parents of children in school, using school-related reading materials rather than children's books.

PLAN developed a 6-page curriculum outline for the pilot project. The curriculum was expanded for use in PLAN's parenting project.

Contact Person: Mike Fox
Executive Director
PLAN, Inc.
1332 6 Street, S.E.
Washington, D.C. 20005
(202) 547-8903

FLORIDA

ESL Family Literacy

The family literacy program operated by the Florida International University (FIU) is designed to provide instructional services for adult non-English speaking students and child care services for parents as needed. The program was made possible after FIU's College of Education was awarded a Federal grant, through the U.S. Department of Education's Office of Bilingual Education and Minority Language Affairs (OBEMLA). The purpose of program is to provide training to Hispanic and Haitian adults in the areas of ESL, literacy and school involvement. The project utilizes an integrated educational plan delivered within a model

of interagency coordination which combines the services of a local educational agency, a community based organization, and an institution of higher education.

Contact Person: Delia Garcia or
Maggie Hernandez
Project Directors
Florida International University
Tamiami Campus
Miami, FL 33199
(305) 554-2647

Model Family Education Center

Daytona Beach Community College assisted residents of Rini Haven Homes and Halifax Park in developing a Model Family Education Center by (1) involving them in planning and promoting their own educational program; (2) developing a curriculum that accentuates family-centered education and assistance in resolving problems prevalent to the community; and (3) establishing linkages among the residents, private sector employers, and other agencies in educational and community service processes.

Contact Person: Bernadette Bell
Coordinator
DBCC/Model Family Education Center
Halifax Park Office
DeSota Street
Daytona Beach, FL 32014
(904) 254-3013

Head Start on Literacy

Parents of students enrolled in the Charlotte County Head Start Program who were high school dropouts were identified by the school. These parents were invited to a meeting where literacy and G.E.D. individual programs were developed based on family goals. Interested parents enrolled in classes at the Adult and Community Education Center.

Contact Person: Marguerite Calver
Director
Charlotte County Head Start Program
2280 Aaron Street
Port Charlotte, FL 33952
(813) 625-6155

Parents: It's Time to Talk

In cooperation with the March of Dimes, the Tallahassee Adult and Community Education Office offers an 8-hour workshop, "Parents: It's Time To Talk," which targets parents of upper elementary and middle school students. It is a program designed to strengthen communication skills within the family on physical and emotional aspects of maturation. Parents learn how to listen and talk with their children about responsible decision making, especially as related to sexuality, drugs, tobacco and alcohol.

Contact Person: June Townsend
Project Director
Leon County Schools
2757 W. Pensacola Street
Tallahassee, FL 32304
(904) 487-7478

"Bear Hugs" Publicity Campaign

The "Bear Hugs" Publicity Campaign was designed to reach the young, high school drop-out parents of children enrolled in grades K-3. In school, the children are offered something appealing to color which they are encouraged to take home and share with their parents. To date some 3,000 program brochures have been distributed with at least a 2% return rate. The brochure describes interactions with other parenting organizations, classes, PTA's, and community agencies that serve children. The first step in an awareness process is to acknowledge that parenting requires basic skills training.

Contact Person: Harriet L. Little
Project Director
Seminole Community College
Adult Basic Education Program
100 Welden Blvd.
Sanford, FL 32773
(407) 323-1450 Ext. 643

BEST-PAL (Basic Education Skills Through - Parent Affective Learning)

BEST-PAL was developed under an Adult Education Act 353 (formerly 310) Special Demonstration Project Grant in 1983-84 and was revised locally during 1986-87. BEST-PAL was created specifically for low socio-economic and undereducated adults. The program is designed to teach parenting education skills while also serving as an adult basic education (ABE) reading comprehension curriculum. This program is used in conjunction with ABE outreach as a literacy awareness and recruitment vehicle. BEST-PAL also helps to create parent support groups in communities where ABE classes are offered.

Contact Person: Elizabeth Singer
Project Director
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922
(407) 632-1111 Ext.3180

Making a Difference – Investing in Florida's Families

This project will provide options and opportunities for Flordia's families to attain at least a high school diploma by allowing access to and making available instruction, facilities, resources, child care, and employment placement services through a partnership with the Florida State Department of Education, local school districts, businesses, agencies, organizations, trade unions and civic organizations.

Goals:

(1) Reduce illiteracy -- increase "second chance" opportunities for parents and dropouts.

(2) Provide drop-out prevention opportunities/strategies for parents and at-risk "middle of the road" students.

(3) Develop and implement early intervention pilot studies in family education development opportunities.

Contact Person: Sue J. Mincey
Director
Adult Education
4748 Beneva Road Building
Sarasota, FL 34233
(813) 924-9907

ILLINOIS

Family Literacy Project

Located in six (6) Head Start sites in Lake County, the program is serving about 400 families. The goal of the family literacy project is to improve the basic skills of Head Start families to increase the likelihood of educational services for their at-risk children. Parents participate in ABE/GED/ESL classes as well as participate in joint activities with their children. "The family room" was established at the main Head Start Center where parents and children can interact in developmental activities. "Laying the Foundation - A Parent-Child Literacy Training Kit" was developed.

Contact Person: Susan Quellett
Project Director
College of Lake County
19351 W. Washington
Grayslake, IL 60031
(312) 223-6601 Ext. 408

The Center for Successful Child Development (CSCD)

The Center for Successful Child Development (CSCD) is a demonstration project aimed at preventing educational failure among economically disadvantaged children. Known informally as "The Beethoven Project," the center serves children and families living in the six buildings of the Robert Taylor Homes housing project in Chicago from which the Beethoven Elementary School draws its students. Co-sponsored by the Ounce of Prevention Fund and the Chicago Urban League, CSCD is the first effort to fully prepare children for school by taking full advantage of the educational system.

The goal of the Center for Successful Child Development is to demonstrate that this cycle of failure can be interrupted if we act early enough and provide comprehensive services. The children and their families receive prevention oriented health, educational, and social services designed to prepare the children for school success and to help parents build stronger, more self-sufficient families. The Center for Successful Child Development combines four basic early intervention models into a single, comprehensive program.

- Home-Based Family Support Services
- Center-Based Family Support Services
- Maternal/Child Health Services
- Early Childhood Education

Contact Person: Haroldine Bourelly
Director, Community Linkages
The Center for Successful Child Development
4848 S. State Street
Chicago, IL 60609
(312) 373-8670

KENTUCKY

PACE - Parent and Child Education

Pace brings undereducated parents and their children to school together to learn, to have positive school experiences, and to discover that education is important. Parents without high school diplomas who have three or four year old children attend classes three days a week with their children. Parents receive training in adult education while the children attend a pre-school program. During planned times, parents work with their children in classrooms and have opportunities to help their children learn.

The goal of PACE is to break the intergenerational cycle of the undereducated by uniting parents and children in a positive experience that can improve (1) parents' basic skills and

attitudes toward education, (2) children's learning skills, and (3) parents' child care skills.

Contact Person: Jeanne Heberle
PACE Program Coordinator
Kentucky Department of Education
Capital Plaza Tower
Frankfort, KY 40601
(502) 564-2117

The Kenan Family Literacy Project

This program was adapted from the Louisville Kentucky Parent and Children Education (PACE) program. The project successfully instills in adults positive attitudes about education which ultimately affect the performance of children. Parents make significant gains in literacy skills while children progress in their learning development. The parents spend nine hours each week on academic instruction which comprises pre-employment skills, self-esteem and job readiness. Three days a week, parents and children are brought together for joint efforts where they participate in a number of learning and developmental activities.

Contact Person: Sharon Darling
Executive Director
Kenan Family Literacy Project
One Riverfront Plaza
Suite 608
Louisville, KY 40202
(502) 258-4113

MARYLAND

Intergenerational/Family Literacy Project-Dorchester County

The project focuses on selected Chapter I students and their parents in an effort to improve students' reading and communication skills as well as their parents' communication and parenting skills. The majority of the activities are planned to bring parents and students together for special learning times.

- Reading Make-and-Take for parents
  Sample activity games are available and Chapter I specialists and instructional assistants demonstrate how to use the activities with children. Parents selected and made those activities/games they wished to take home for use with their children.

- Intergenerational Make-and-Take
  Forty-two (42) parents and children at one elementary school spent an afternoon together making reading activities/games to take home. Activities/games were demonstrated. Once parents select and make an activity, they practice using it with their children.

- o Books and materials were purchased to be used in the homes. Home instructional assistants visit a selected homes and demonstrate for parents and children how to use the materials and make suggestions for other uses.

- o Bus trip to National Aquarium in Baltimore
  Fifty (50) parents and children spent a day traveling to the National Aquarium in Baltimore. Chapter I specialists and assistants provided pre-trip activities and guided discussion of what was seen.

Contact Person: Dr. Carol A. Williamson
Director of Curriculum and
Staff Development
The Dorchester County Board of Education
P.O. Box 619
Cambridge, MD 21613-0619
(301) 228-4747

MASSACHUSETTS

Language Experience and Development Program

The program provides concrete opportunities and experiences for bilingual parents to assist their first and second grade children at home in improving their English Skills. Parents are involved in the Language Experience and Development Program in the following ways.

(1) A "Reading Aloud" expert meets with the parents about home help.

(2) A "Reading Aloud" program is done at home with the children and parents.

(3) Workshops are offered for parents on how to assist teachers in making "Big Books" (large format read-aloud books). Parents provide the labor (assembling, laminating, and binding) for putting the "Big Books" together.

(4) The parents run the school "Bookbag program" which provides students with bags of books and/or videos that they take home with them.

Contact Person: Robert Sorabella or
Maureen Hilliard
Project Directors
Lincoln Park School
290 Washington Street
Somerville, MA 02143
(617) 625-6600 Ext. 6650

MICHIGAN

Family Learning and Resourece Center (FLAR)

The Detroit Public Schools' Adult Education Department in conjunction with the Office of School-Community Relations, launched a parenting program in 1987 called the Family Learning and Resource Center (FLAR). The primary goals of FLAR are to guide parents and their children in active communication, positive discipline and goal setting. Thirty elementary schools are involved with this program.

Contact Person: Della Rogers
Project Director
Tolindlin Adult Education Center
Adult Outreach Program
1333 Pave Street, Room 216
Detroit, MI 48202
(313) 245-3758

MISSOURI

Family Literacy Program for "At-Risk" Children

The Association of American Publishers (AAP) and the International Reading Association (IRA) together launched a family literacy program specifically targeting "at risk" children who are homeless and desperately poor.

The primary objective of this effort is to develop model literacy programs for children which also provide literacy assistance for their parents or guardians, if needed. The initial phase of the program called for two pilot projects -- one in the summer of 1989 in an urban environment in Kansas City, Missouri, and the second in the fall of 1989 in a rural Iowa setting. Forty predominately minority children ages 5 to 12, participated in the Kansas program.

The AAP provided funding for the pilot projects and member publishers furnished the books and educational materials to be used. The instructional models used in both programs are based on the George Reading and Writing Program model. Parents participate in the reading activities of their children. The George model developed by the Project Director is language experience-based and easy for volunteer literacy instructors to follow.

Contact Person: Dr. John George
University of Missouri
Kansas City, MO 64110
(816) 276-2481

NEW HAMPSHIRE

Dover Adult Learning Center (DALC)

The Dover Adult Learning Center (DALC) Family School program is designed to serve parents of young children who are themselves school dropouts. The adult basic education teachers, parents, and children meet twice a week in the afternoon for three and one-half hours each time. While the teachers work with the parents in basic literacy and pre-GED, other staff members supervise activities for the pre-school children. Usually the parents' educational component includes discussions about real-life issues such as children's health care and tenants' rights.

Contact Person: Debbie Tasher
Project Director
Office of Adult Basic Education
NH Department of Education
101 Pleasant Street
Concord, NH 03301
(603) 742-1030

OHIO

Shared Book (An Adult, a Book, and a Child) The ABC's of Shared Enjoyment

The shared experience is a valuable technique that can provide effective learning experiences for parents or any adults and children. Through this project, three ABE family literacy project sites were created at the learning center which include mini-libraries of children's literature. Orientation sessions were conducted at the sites through videos, guidebooks, and related materials. A source book of children's literature was also developed and utilized by teachers and tutors to provide shared book activities to literacy students. Parent/child sessions were provided on sites. The project suggests that shared book activities are excellent means for incorporating a family literacy component into adult basic education. Products developed are: Source Book of Children Literature, Shared Book Video, A Guidebook for Parents, and Brochures and Bookmarks.

Contact Person: Suzanne Bernardine
ABE Director
Ashtabula Co JVS/ABS
1565 St. Rt. 167
Jefferson, OH 44047
(216) 576-6015, Ext. 254

Family Literacy

The program was developed for parents of children in grades K-3. Parents attend ABE classes to improve basic skills as well as parenting skills. The program has three series of Family Literacy classes: one from 12:00 noon to 2:30 p.m., Monday through Thursday, at the Ohio Bureau of Employment Services; from 6:00 p.m. to 8:30 p.m. on Monday and Wednesday at the Haynes Junior High School, and the summer enrichment class at Chaffin Career Center during the summer from 1:00 p.m. to 3:30. The majority of adults were recruited from the WIN program and ABE classes. As attendance increased the classes are now offered four days a week.

Whenever possible, topics covered in the parenting hour were carried over to the basic skills part of the program. Topics cover writing sample notes to school personnel, child absenteeism, misbehavior and questions about homework. The parents also have access to IBM computers and software which support basic skills instruction by teaching computer literacy, writing with word processing, reading, math, and English concepts. Parents are asked to take one of their K-3 grade students to the Logowriter classes at Haynes Junior High. The class offered parents an opportunity to provide remedial help for children or to reenforce children's basic skills. Ethnic groups consisted of 51 blacks, 17 whites, and 6 Hispanics.

Contact Person: Robert Spencer
Program Director
Youngstown City Schools
20 West Wood Street
Youngstown, OH 44503
(216) 744-6956

PENNSYLVANIA

Project PACT: Parents and Children Together

The curriculum is intended for use by ABE students who are parents, or others who interact with children. The curriculum can be used by childcare workers, babysitters, grandparents, aunts, uncles, neighbors or anyone interested in helping children learn. The lessons are constructed to be used first by the ABE counselors or teachers with the parent and then by the parent and child at home. (Replicable).

Contact Person: Mary Catherine Spence
Project Director
CIVIO Development Center for Adults
Centre County Vocational-Technical School
Pleasant GAp, PA 16823
(814) 359-3069

The Children's Play Room

A non-profit agency located in Harrisburg, Pennsylvania, serves as a parent-child resource center which offers the following services to parents with children under 6 years old.

- Child care
- Family Day - GED participants must attend with their children
- Individual Child Therapy
- Parent and Children Resource Library
- Diagnostic Observations
- Individual Goal Plans
- Workshops and Public Education
- College Internships
- Speakers Bureau
- Homeless Parents

Contact Person: Gail Siegel
Executive Director
Children's Play Room, Inc.
99 South Cameron Street
Harrisburg, PA 17101
(717) 257-5459

Computer-Aided Instruction (CAI) for Mom and Dad

The Institute for the Study of Adult Literacy was established in 1985 as part of the Pennsylvania State University's College of Education. Since 1986, the Institute has directed a program aimed at improving the skills of low literacy adults who are the parents of children participating in Chapter I programs through computer-aided instruction. (Chapter I is a federally-funded program that provides remedial instruction for children who are performing substantially below their grade levels in reading or math.) A research study is being conducted in the area of CAI that is investigating the effects on children of efforts to improve the literacy of their parents. A field test of adult literacy course software ("coureware") is being conducted at 46 sites in Pennsylvania.

This CAI program for adults grew out of the efforts by the Pennsylvania Department of Adult Education to increase parental involvement in compensatory education. Informal observation indicated that parents of Chapter I children lacked functional literacy skills - their written absentee excuses, for example, often made this clear.

Contact Person: Eunice N. Askov
Director
Institute for the Study of
Adult Literacy
College of Education
Pennsylvania State University
248 Calder Way, Suite 307
University Park, PA 16801
(814) 863-3777

RHODE ISLAND

Tutoring for Parents (TFP)

The State Adult Education Office awarded a Section 353 project to the South Providence Tutorial (SPT) Program to provide after school tutorial services and family educational counseling services. This project was undertaken on the premise that most children do not succeed in school unless their parents are involved with schools and informed about what is going on. Tutoring for Parents (TFP) along with other programs within the SPT program will provide a center for family and community literacy and learning, and a community base for communication with the schools.

TFP is an individualized adult basic instruction program. Individualized education plans for each learner, one-on-one and small instruction, as well as complementary computer-assisted instruction are given. Parents participating in the program receive family educational counseling services with their children after school.

TFP hopes to enable each parent learner to understand his or her own strengths and needs, to develop both short and long term goals, and to participate on a schedule suited to his or her life, work, and family.

Contact Person: Robert Mason
Adult Education Specialist
State Department of Education
22 Hayes Street, Room 222
Rodger Williams Building
Providence, RI 02908
(401) 277-2691

TENNESSEE

The Family and Community Involvement Initiative

The Tennessee Department of Education sponsored a Statewide Parent Involvement Initiative which established 12 diverse model parent involvement programs. This initiative provided funds for the formation of teams from local school systems to visit several of the

model parent programs and made available seed grant funds to local school systems that wanted to emulate one of the model programs observed. A total of 85 school systems participated in one or more phases of the program.

Contact Person: Martin Nash
Director
Family & Community Involvement
State Department of Education
Office of the Commissioner
Nashville, TN 37219-5335
(615) 741-5166

TEXAS

A Partnership Model for Family English Literacy

This project was developed and implemented as a family literacy English model program for limited English proficient parents who have little or no literacy in their native language. The project focuses on improving "literacy behaviors" including parenting skills in the home which are conducive to children's school achievement. Implementation of the adult portion of the model includes English instruction, basic reading, writing, and math skills and parenting skills. Also included is instruction on how undereducated parents can help their children learn.

Contact Person: Robert Warren or
David Lufeit
Project Director
Texas A & I University
Campus Box 101
Kingsville, TX 78363
(512) 595-3204

A Partnership Model for Family Literacy

A family literacy model program (including math) was developed and implemented to improve "literacy behaviors" in the home which are conducive to children's school achievement. Implementation of the adult portion of the model includes parenting skills with instruction on how undereducated parents can help their children learn. Also included in the model are basic reading, writing, and math skills for the parents. The instruction focuses on educationally disadvantaged adults who function at the equivalent of grade level 0-4, and adults who function at the equivalent of grade levels 5-8.

Contact Person: John Moore II
Project Director
Austin Independent School District
5555 N. Lamar, H-121
Austin, TX 78751
(512) 451-7426

VERMONT

Connections: A Family Reading Project

This State Library reading and discussion program provides services to adult new readers as well as other adults for whom the idea of sharing books within families is new.

Connections engages parents and other adults in a discussion of children's literature with the goal of encouraging adults to read to children. The program is based on the VERMONT model of reading and discussion programs. First, a theme is chosen with books for each session and an instructor relates the books to the theme in an interactive discussion with the participants. Books are circulated through adult basic education offices, parent-child centers, social services organizations, public schools and public libraries for setting up group discussions. Adult basic education students and their tutors read the books together before each meeting. All meeting are held in the public library and child care is provided. This effort allows the parents to be able to read together with their children and share their books.

Sharing books within families is an important means of preventing school failure and a means of setting a pattern for communication in families.

Contact Person: Sally Anderson
Project Director
Vermont Reading Project
P.O. Box 441
Chester, VT 05143
(802) 875-2751

WASHINGTON

Project Even Start

Project Even Start, funded through the Washington State Adult Education Office, offers remedial instruction to parents in 13 sites across the State. The project is designed to enhance the ability of illiterate and semi-literate parents to support their children in the learning process. Instruction is offered to parents in one or more of the basic skills such as reading, language, arts, mathematics, and life skills. In cooperation with the Early Childhood Program and the Washington State Adult Education Office, children are brought together with their parents, who are participating in the basic skills programs, for 45 minutes a day so that the parents can read to an interact with their children. The goals of the programs are:

- o To help parents recognize that they can be the most effective teachers of their children.

- o To provide illiterate and semi-literate parents with the basic educational and parenting skills which will increase self esteem and confidence in their ability to assist their children in the learning process;

- o To enhance children's learning experiences in formal educational settings by providing them with a positive home environment which contributes to their motivation to learn.

Contact person: Suzanne Griffin
Coordinator, Adult Education
State Department of Education
Old Capitol Building, F611
Olympia, WA 98504-3211
(206) 586-2263

This collection of abstracts is not meant to be exhaustive. Any additions to the above entries would be greatly appreciated. Please send abstracts to me at the address below.

Mary W. Seibles
Education Program Specialist
U.S. Department of Education
Division of Adult Education
and Literacy
400 Maryland Avenue, S.W.
Mary E. Switzer Bldg. - Room 4428
Washington, D.C. 20202-7240